DOCUMENT RESUME

ED 180 909 SO 012 290

TITLE Descriptors for Law-Related Education.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE [79]
NOTE 46p.; For a related document, see SO 012 291

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Audiovisual Aids; *Citizenship; Community Resources; Concept Teaching; *Curriculum Development; Educational Games; Educational Objectives; Educational Resources; Elementary Secondary Education; Learning Activities; *Legal Education; Pilot Projects; Program Descriptions; Resource Guides; Simulation; Social Studies; Teaching Guides

ABSTRACT

This guide provides a framework for developing a law-related curriculum in grades K-12. It is presented in nine major sections. Section I discusses the rationale for including law-related education in the curriculum. The rationale is that in order for citizens to make conscious choices, they must understand legal processes, reason through the need for law, and confront the alternatives to a society governed by law. Section II outlines goals in terms of skills, knowledge, democratic attitudes, and ethics. Section III defines the law-related concepts of social contract, law, justice, legitimacy, authority, privacy, due process, property, the legal system, freedom, and ethics. Section IV discusses a foundation for law-related education based on fulfilling society's basic needs through the U.S. Constitution. Section V briefly discusses curriculum design at the elementary, junior high, and senior high school levels. Section VI provides a K-12 law-related curriculum cycle in chart form. Section VII describes community, state, and national resources and 15 Wisconsin pilot programs to develop law-related materials. Section VIII summarizes recommended activities including field trips, case studies, audiovisual presentations, and games. The final section lists resources for print and non-print media and for games and simulations. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180909

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

WISCONSIN SOCIAL STUDIES CURRICULUM STUDY COMMITTEE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wisconsin State Dept. of Public Instruction
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DESCRIPTORS

FOR

LAW-RELATED EDUCATION

A Guide to Asking Questions About Learning Related to Law in Wisconsin Schools, K-12

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Barbara Thompson, Ph.D., State Superintendent

SO 012 290

TABLE OF CONTENTS

Acknowledgements.....1

Introduction.....2

Rationale.....4

Goals.....7

Concepts.....10

A Foundation for Law-Related Education.....12

Curriculum-Instruction Design Alternatives.....15

K-12 Curriculum Cycle.....17

Supporting Resources in Law-Related Education, K-12.....18

Suggested Activities for Law-Related Programs, K-12.....27

Media (Print/Non-Print) Resources.....29

Print Resources.....29

Non-Print Media.....35

Print - Games and Simulations.....41

TITLE PAGE

In this booklet the State Social Studies Committee, sub-committee on Law-Related Education, presents some useful guidelines for the development of law-related curriculum as well as suggestions for instructional strategies. These guidelines can be used with the materials developed by the Wisconsin Law-Related Education Project or as criteria for the development or evaluation of other law programs and materials designed for classroom use.

H. Michael Hartoonian
Supervisor, Social Studies Education

LAW-RELATED SUBCOMMITTEE

Charles Clausen
Marquette University Law School
Milwaukee, WI 53233

John Emerson
Shawano High School
1050 S. Union Street
Shawano, WI 54166

Gladys Kauffman
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

Clarence Newton
Shawano High School
1050 South Union Street
Shawano, WI 54166

James Stewart
Ames Teacher Education Center
UW-River Falls
River Falls, WI 54022

Judley Wyant
835 Wisconsin Avenue
Box 1765
Racine, WI 53401

Wayne Duvel
Jerstad-Agerholm Junior High School
3601 LaSalle Street
Racine, WI 53402

Barb Kopack-Hill
1822 Webster Street
Racine, WI 53403

Mary Rath
Goodland Elementary School
4800 Graceland Blvd.
Racine, WI 53406

Donald Thompson, Co-Chairperson
Racine School District
2220 Northwestern Avenue
Racine, WI 53404

David Zitlow, Co-Chairperson
Whitefish Bay High School
1200 East Fairmount Avenue
Whitefish Bay, WI 53217

INTRODUCTION

There is an interesting scene in the play, "A Man for All Seasons" where Thomas Moore's son-in-law, Roper, asserts that to pursue the "devil," whoever or whatever the devil might be, he, Roper, would cut down the "thicket" of the law so that the devil could not hide or secure protection from the law. Sir Thomas Moore's rejoinder is to simply ask what would happen if the devil turned on you. "Where would you hide if the thicket of the law were destroyed?"

Throughout history, nations and societies have tried to establish a "state of law" that would place civilization above the whims of self-serving leaders. From the code of Hammurabi, in ancient Babylon, to the Bill of Rights in the United States of America, people have worked and many have died to build and preserve a "rule of law."

Early one morning, St. Francis of Assisi told his disciples that they would be teaching among the people all day. At day's end, one of the disciples observed that they had walked the streets of the city all day but at no time did they stop to teach. St. Francis, however, stated that they had, indeed, taught all day by the way in which they conducted their lives.

These three anecdotes point up the importance of law in the many ways that it touches our lives. First, the law does help protect our persons and property. Second, our legal system helps define us as a nation where no one is above the law. Finally, the law holds out for all of us the procedures and models through which we can resist and resolve injustices, settle disputes, and secure societal change in peaceful ways.

To help students to understand how the law impacts on their everyday lives, to help them develop those critical thinking abilities which a study of law and society can facilitate, and to help students understand the underlying values

of our legal/civic structures and behaviors are central to law-related education. These notions speak directly to the rationale for the inclusion of law concepts and jurisprudential thinking skills in the K-12 school program. That rationale, simply stated, is the improvement of citizenship through first hand and meaningful experiences (in our schools) which provide our student/citizens with an ever greater understanding of the substance and process of the law.

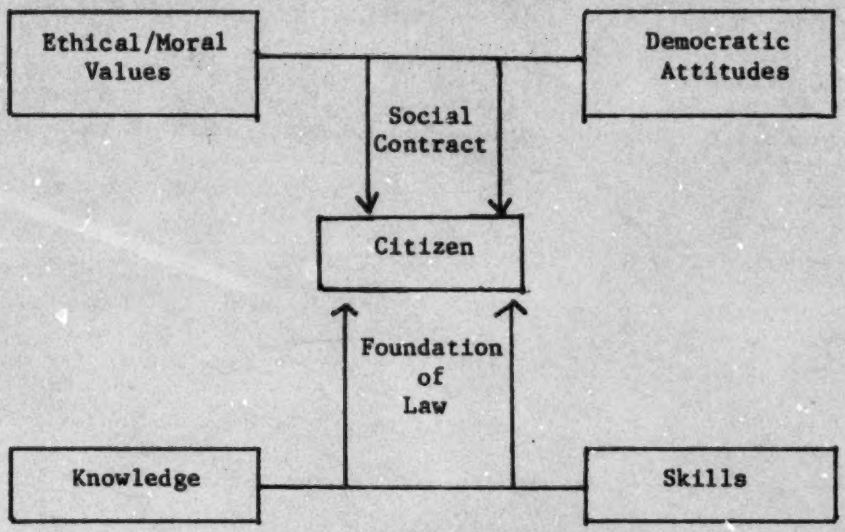
RATIONALE

The overall goal of Law-Related Education is to help teachers improve education about law and the legal system in grades K-12 throughout Wisconsin.

The need for law-related education has been widely recognized over the past several years in response to overwhelming evidence that the education necessary to responsible citizenship was not being provided in the majority of our American schools. Not only are vast numbers of Americans ignorant of the Constitution and the Bill of Rights, but there is also widespread sentiment that the legal system built upon those documents does not work, that it protects the guilty at the expense of the "law-abiding citizen." The concept of due process and the rationale for an adversary system are virtually unknown to many. Yet, these are fundamental to the American way of seeking justice.

The results of such ignorance are far-reaching within a governmental system predicted on the active participation of its individual citizens. Democracy can survive only so long as it is actively sustained. Built upon a social contract, it derives its strength from voluntary compliance, the continuing free choice of such a contract by every citizen. Rote memorization and blind obedience are no foundation for making that choice. Students must learn about legal processes and be brought to consider the nature of law, to reason through the need for it, and to confront the alternatives to a society governed by law. Only in this way can they make the conscious enlightened and participatory choice upon which the survival of our democracy depends.

To this end, the concept of Law-Related Education presented by the State Social Studies Committee includes attention to <u>skills</u>, <u>knowledge</u>, <u>democratic attitudes</u>, <u>ethics</u>, and <u>moral value systems</u> in a way that brings "citizen" awareness to the notion of living within a social contract defined by law. This concept of Law-Related Education can be pictured as follows:



Notice should be given to the ways in which skills, knowledge, ethics, moral values, and democratic attitudes become the instrumental goals for the understanding of law and the social contract. This understanding gives meaning to the role of citizens in three important ways. First of all, the citizen is defined in terms of his or her knowledge of law and the skills which are important to bring or impose order upon the experiences of life. Since the law impacts on almost every facet of life, this knowledge and ability is necessary to the basic functions of "citizen." Second, the citizen is defined in terms of ethic, moral values, and democratic values which provide the fundamental ideas of the social contract. This suggests to each citizen that he or she is related to every other citizen in terms of rights and responsibilities. Further, this social contract is rooted in the ethics and democratic attitudes of our cultural heritage and allows the citizen to know the philosophical base for the structure of law. Third, the relationships between law and the social contract are brought to life within the citizen and his or her ability to understand, influence, judge, and change the legal/civic order. That is, students, as citizens, must come to understand the rights and responsibilities of life in a democracy and the analytical abilities to function creatively within the legal and political systems and to bring about change when needed.

Law-Related Education provides an exciting means of involving students in the study and evaluation of their society, its organizational structures, and their relationship to it. The anticipated result is that students will have a more accurate picture of the strengths and weaknesses of the American legal system, will have a better grasp of the basic legal processes of that system, and will feel capable of pursuing desired ends by means of these processes. Above all, they will be willing and able to participate within a democratic context. As a by-product, it is anticipated that, with increased confidence in providing law-related instruction, teachers and schools will be led to examine more closely the question of justice within the school environment and to correlate those expectations and goals to the society at large.

GOALS

I. SKILLS

To develop critical thinking abilities and problem-solving skills.

The students should be able to:

a. Read legal documents.

b. Identify simple, as well as complex everyday law-related issues.

c. Translate (write) basic concepts into his/her own terms.

d. Analyze conflict situations.

e. Compare and contrast legal situations.

f. Develop hypotheses.

g. Test those hypotheses.

h. Synthesize principles into sound and useful generalizations about law and society.

i. Acquire the help of a lawyer when needed.

II. KNOWLEDGE

Law-related education is based on all of the social science disciplines. It is essential that students develop an understanding of our society and its system of laws.

The students should be able to:

a. Analyze the major ethical, moral, and philosophical basis of law.

b. Trace and compare the development of different systems of law.

c. Explain how and why our legal system functions the way it does.

d. Identify historical and contemporary issues in our society.

e. Analyze and articulate our rights and responsibilities as citizens in a democratic society.

III. DEMOCRATIC ATTITUDES

Democratic attitudes are those personal norms that allow for a meaningful relationship between the citizen and the republic (society). Basically,

these attitudes speak to a commitment to work toward the democratic ideals stated in our Constitution and Bill of Rights.

To function in a democratic society and to forward the growth of that society, students should be able to:

a. Recognize the importance of his or her own worth.

b. Understand the necessity for limitations and restraints on personal and group behavior.

c. Demonstrate respect for authority symbols in society.

d. Demonstrate his/her acceptance of the belief in the personal rights of each indvidual.

e. Use the rules and processes by which social and political decisions are reached.

f. Understand the need for and develop the ability to explain similarities and differences between the fundamental beliefs of our own nation and those held by people in other countries.

g. Use the process of rational decision-making by demonstrating the ability to pick out rational processes in problem-solving situations.

h. Acknowledge the importance of questioning and evaluating his/her personal viewpoints and demonstrate the ability to make changes in light of additional information.

i. Show a willingness to question and examine conflicting viewpoints with a view of forming personal opinions.

j. Accept responsibility for his/her actions.

k. Accept personal responsibility for the effective operation of any group with which the student is associated.

l. Demonstrate respect for the welfare of others.

m. Develop an awareness of the need and value of working with others as a means of solving problems.

n. Accept personal leadership in group decisions or to accept the leadership of others.

o. Accept contributions of others as they work together in groups.

p. Demonstrate an awareness and acceptance of the fundamental concept of the respect and position of the minority view.

IV. ETHICS

Ethics have to do with the willingness to acquire and share with other students/citizens that knowledge of how to use knowledge to better the human condition. Ethics, in essence, is perspective--a holistic view of the cultural heritage that transcends our brief moment here and gives us the criteria for and commitment to moral and social justice.

The students should be able to:

a. Apply general moral principles within a human context.

b. Describe how individuals within a community share the obligations of the social contract.

c. Explain the interaction of personal and social dimensions in problem analysis.

d. Apply appropriate strategies in continually reformulating problems and interpreting criteria of moral adequacy for solving problems.

e. Commit oneself to the search for truth via ethical definitions and principles.

f. Recognize the need for change and be prepared as a responsible citizen to implement needed changes through our democratic processes.

g. Recognize the inherent danger of alternatives that lead to closed societies, i.e., dictatorship, rebellion, and anarchy.

CONCEPTS

Social Contract

The rights and responsibilities of every citizen are unalterably joined and form the framework and interdependence for a democratic system of government in which everyone is held responsible for his or her actions. This framework or "Contract" is based upon a society's need for order.

Law

Laws are society's rules that grow out of the people's norm, customs, and values. Each nation, group or community has a system of law. In a democratic society, the rule of law helps maintain and protect human rights, equality of opportunity, and the avoidance of arbitrary power. A body of law continually grows and changes as mores, customs, and values of the society grow and change.

Justice

In a democratic setting, justice deals with the administration and maintenance of what is just or right or fair, i.e., the impartial adjustment of conflicting claims.

Legitimacy

Laws and systems of law are legitimate only when based upon the consent of the people. That is, legitimate governments are those which are based upon the rights, needs, and responsibilities of the citizenry and in accordance with established legal forms and requirements.

Authority

Authority is the power to command behavior. In a democratic society, these commands must be based upon citizen acceptance of the means initiated to enforce legal decisions.

Privacy

The right of privacy means that people must be allowed to be and act as individuals as long as they do not interfere with the rights of others.

Due Process

In a democratic society, every citizen must have the right to a fair and impartial process in the administration and application of law(s) to personal and/or group conflicting claims.

Responsibility

The individual, group, corporation, or government must be legally liable to answer for one's conduct and obligations.

Property

In a democratic society, the legal system must guarantee the exclusive right to possess, enjoy, and dispose of a thing so long as the rights of others are not interfered with.

Legal System

The use of power and authority within a framework of basic human values and rights constitutes the legal system of a democracy.

Freedom

In a democracy, individuals should have the quality (right and the ability) of being free to act and to make independent choices.

Ethics

In the legal/civics field, ethics provides the criteria for and commitment to social justice. Rooted in the cultural heritage ethics allow citizens to understand the moral and philosophical base for the legal system.

A FOUNDATION FOR LAW-RELATED EDUCATION

The study of law-related education is predicated on the basis that the people, whether they be a more economic simplistic society or whether they be a highly technological society, have a basic need to organize, to perpetuate, and to survive. Any society, whether it be oriented to a group consensus or an individual consensus, must organize at some point in order to survive. The call for the study of law-related education in our society is essential in order to perpetuate these basic needs.

The people in our society, with all of its complexities, are combating internal and external pressures for a basic need for survival. Out of this basic need for survival emerges a need for order. The need for order has manifested itself in the course of human evolution in many forms and in many ways. We feel that ours is unique in the events of human history, and it is therefore essential that our citizens understand the basic structure, the heritage, the social, cultural, and political philosophy that has allowed us to persist and evolve toward the goal of democratic governance.

Our basic need for survival and the need for order are built upon a constantly evolving ethical and moral system based on the merging of our pluralistic folkways, traditions, mores, customs, religious heritages, cultural and societal philosophy. The need for order, based on survival and the ethical/moral value system, has led us to the underlying agreement or consensus for legitimacy which, in our unique setting, has led to the evolution and emergence of the rule of law.

It is our rule of law that makes us unique because as a democracy, the head and the heart of the system is a rule of laws and its perception of truth and justice for the protection of the individual member of society with a commensurate protection of the views of minorities.

The rule of law is based on our pluralistic heritage. The system and principles of law are unique in the development of our democracy. Our foundation, then, has three major themes. The pre-eminent theme is the constitutional foundation which, as a manifestation of our legitimacy, creates for our people the source of our authority--federal, state, and local. This constitutional foundation, through its design of government, places responsibilities in a check and balance system that has emerged in the legislative, administrative, and judicial processes of our government. The constitutional foundation implemented through our form of government constitutes our unique concept of governance which administers and protects the rights, responsibilities, and limitations of our citizens.

These unique approaches have provided the guidelines for our legal system which identifies itself in the body of law and protects itself in the rule of law which is our unique contribution in our form of government. The system is designed to seek truth, and truth in this system is the goal which the system is designed to insure. It is our perception that, as a result of the pursuit of truth, justice for the individual, the group, or the people in total will be assured. It is this equality of opportunity before the law, its search for truth and its administration of justice through the adversary processes that decides and defines, for all practical purposes, what citizenship is in our society and culture.

It is through the search for truth and justice that we test value systems, ethics, and morality for resilience. We do this through our concept of equity, fairness, treatment, corrections, protection, penalty, and due process. It is the administration of justice that insures our concepts and rights of property, privacy and, most important, our freedom. It is the freedom--the most elusive quality to our society--that the people most want to protect and guard and that, for our society, may be the only truth. This, in essence, describes

what the social contract constitutes in a society of laws, and this is law-related education for our students, our teachers, and our future citizens.

CURRICULUM-INSTRUCTION DESIGN ALTERNATIVES

Law studies can be integrated into the present social studies curriculum and courses of study at many different points and in many different ways.

On the elementary level, both instruction and curriculum pose no significant obstacles for teachers who are interested in incorporating law-related content into their lessons. Elementary school programs have always included both formal and informal instruction on basic legal concepts--fair play, citizenship, respect for authority, responsibility, privacy, property, and fair treatment.

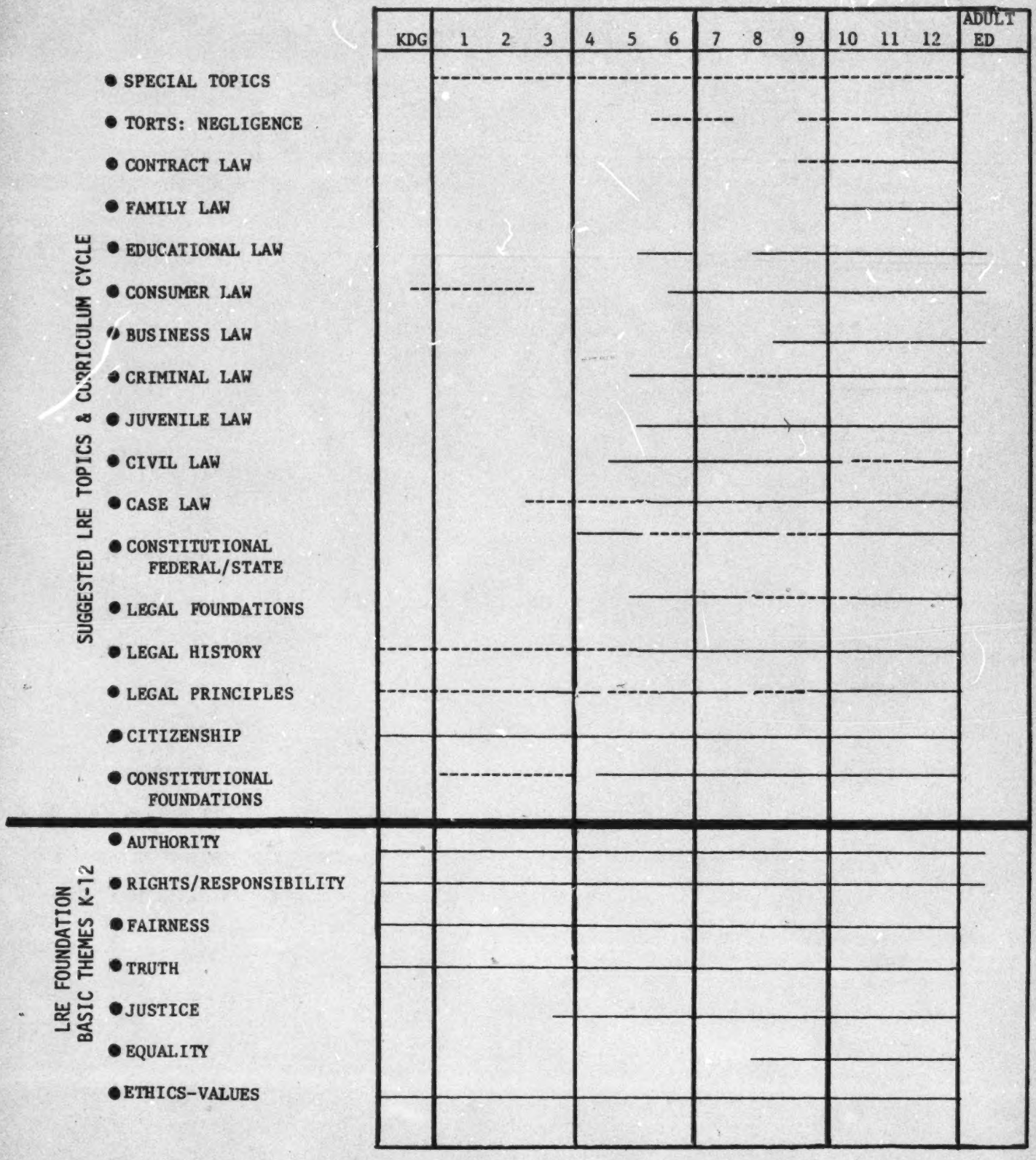
Perhaps what is needed at the elementary level is a more organized and systematic treatment of the concepts that are basic to law and to the operation of our legal system. In this way, law studies can become an important component of the formal instructional program.

On the junior and senior high school levels, law studies content and materials may be used effectively within existing courses. For example, whether a course in American History is organized chronologically or topically, important legal concepts and subjects can be successfully integrated. The Colonial Period raised issues concerning religious toleration and the establishment clause; the American Revolution was affected by controversies over freedom of the press, assembly, and freedom from unreasonable searches and seizures; the National Period generated debate over judicial review, separation of power, and checks and balances; the era of Frontier Expansion bred a form of "frontier law" and struggles over the ownership of property; with the Civil War and its aftermath, issues related to human rights and equal protection of the law were discussed and debated; the Progressive Era ushered in an expansion of the right to vote and changes in local government. Finally, contemporary American History is permeated with problems and conflicts (e.g., crime, poverty and welfare, dissent and protest, civil rights and liberties, consumerism) that provide innumerable opportunities for relating particular legal issues and concepts.

In World History classes, an analysis of historical documents and philosophical treatises related to the law would enhance understanding of how our legal system evolved and serve as the basis for exploring comparative legal systems.

In summary, new and innovative materials developed in law studies education projects can enhance the integration of law-related subject matter into existing programs. When combined with initiative, creativity, and hard work by the teacher, the teacher's effort will result in worthwhile and productive learning experiences for students.

K-12 CURRICULUM CYCLE - LAW RELATED EDUCATION D.P.I.



_____ MAJOR COVERAGE

---------- INCIDENTAL COVERAGE

SUPPORTING RESOURCES IN LAW-RELATED EDUCATION, K-12

Community Resources

Much of the key to success for worthwhile programs in law-related studies is dependent upon the use of local community, state, and national resources. Fortunately, there are many untapped and available resources and agencies that are willing to assist schools in enhancing their law studies and related educational and curricular programs.

Community resources that teachers can effectively tap in their classroom instruction include local, state, and national justice agencies such as the police; the F.B.I.; municipal, state, and federal courts; the office of the public defender and public prosecutor; the correction departments, and other related state agencies. Other community resources involve using the services of representatives from law-related organizations including the local bar association, governmental regulatory agencies, the Better Business Bureau, local chapter of the American Civil Liberties Union, university and college law faculties, etc.

The use of local community resources offers a number of distinct advantages. First, they can be used by the teacher as the major activity in a classroom lesson or lessons, as supplementary material to enrich instruction, or as the subject of independent study for students. Secondly, community resources can add a dimension of interest and relevance to instruction by providing students with the most current insights, information, and opinions regarding the subject under consideration. Consequently, these kinds of instructional resources are usually available for the asking, and the cost is nominally minimal.

State-level Resources

The Law-Related Education Project of the Wisconsin Department of Public Instruction and the Wisconsin Bar Foundation was begun in January, 1977, to

promote the development of new curriculum materials and the introduction of new teaching methods into the many areas of the traditional school curriculum which touch upon the law and our legal system and to produce a law-related educational model for future implementation in Wisconsin's schools at all levels.

During its first year, the project established pilot programs in ten Wisconsin schools (see below), building upon expressed teacher interest and teacher-attorney teams already working in the area of law-related education. From these pilot programs, materials were developed which range from single units on specific topics to a full semester course, encompassing both conceptual and specific approaches to the legal system, law-making, and government in the broadest sense. The project staff has made available to the participating teachers all possible materials and expertise and has coordinated the efforts of the various schools to maximize the interchange of ideas.

The Wisconsin model has taken a community-teacher cooperative approach to curriculum development in law-related areas. Every school participating in the Project Pilot Program is supported by a team composed of an attorney and representatives from law enforcement, juvenile court, social services, business and students. This team provided input during the initial planning stages and served as a resource later during the developmental and field-testing stages. Throughout, it was a valuable communications link with other members of the community, and it has provided a means for the community members to understand more about the demands and skills of the teaching profession. Through this cooperative approach, the responsibility for educating young people about the law was shared by both the school and the community, allowing that education to take place in a context which extends beyond the classroom.

The projects offers:

1. A structure for concentrated curriculum development in law-related education, involving both the school and the community;

2. A forum in which community members can contribute their ideas and resources to teachers and in which teachers can demonstrate educational leadership in their translation of those ideas into classroom activities;

3. In-service workshops consisting of work in substantive law areas and development of classroom activities and curriculum plans based upon that work;

4. Access to the latest instructional and audio-visual materials in the law-related education field;

5. Coordination with local and regional resources to further teacher education about the law;

6. Continuing individual assistance to teachers developing law-related instructional materials;

7. Periodic opportunities for interchange among teachers working with the project;

8. In-service meetings to bring the concerns of law-related education to other interested teachers and administrators;

9. Local workshops to address specific issues and problems arising in the course of local project efforts;

10. Receiving technical assistance from national law-education organizations;

11. Publications of curriculum units developed by the Wisconsin Pilot Program participants;

12. Information of University of Wisconsin undergraduate and graduate courses in law-related education;

13. Access to volunteer attorneys in the Wisconsin Bar Foundation Program Project Inquiry;

14. Affiliation with volunteer organization, "Lawyers' Wives of Wisconsin"; and

15. Support of state government inter-agency youth development program.

The Law-Related Education Project has been funded under a grant from the Wisconsin Council on Criminal Justice and the Law Enforcement Assistance Administration.

23

Pilot Programs

1. Eau Claire Memorial High School

   The pilot program consists of development and write-up of the criminal law course for seniors. It includes strong segments on crime and law enforcement emphasis is placed on analysis of the law as it appears in the statutes, utilizing situational and discussion strategies as a basis. Basic units are: 1) Law: basic concepts, terminology, and statutes; 2) Crime and law enforcement; 3) Courts; 4) Corrections; and 5) Capital punishment.

2. Shawano High School

   The pilot program consists of the write-up of a 12th grade course in law, with attention to supporting integration of legal concepts in the lower grades. The course covers the origins and need for laws, tracing the historical development of law from prehistoric times up to the present and, in that context, tries to assess how the law affects students themselves through analysis of the functions of law in our society, case study, mock trials, discussions with attorneys on related topics, and community involvement activities.

3. Waukesha High School - South Campus

   The pilot program consists of refinement and write-up of the 12th grade "Crime and the Law" course developed by Nancy Vojtik and Attorney Bryan Frame over the last several years. The course is based upon the close cooperation of an attorney in the classroom and makes extensive use of role-playing and simulation strategies.

4. Wauwatosa West High School

   Initial efforts focus on an 11th-12th grade course emphasizing individual rights and the Constitution with supporting exploration of integration of law-related material in grades 7-10. Plans are to undertake a full K-12 curriculum development.

5. Whitefish Bay High School

   The pilot program uses as its departure point the law course for juniors and seniors which has been developed over the past five years in the context of an existing American government course. This course has featured close cooperative efforts with local attorneys in the classroom and extensive use of the Project Inquiry instructional materials produced by the Wisconsin Bar Foundation. On this basis, a one-semester course has been developed with 9 weeks devoted to consumer law and 9 weeks to the areas of criminal, civil, and constitutional law. The approach is interdisciplinary.

6. Barron Senior High School

   The pilot program involves development of a course for 10th graders emphasizing the nature of law, personal responsibilities in a democratic society, and juvenile justice. There is also coordination with the current 12th grade course in American political behavior.

7. Phillips High School

The pilot program focuses on further development of the 11th-12th grade course in "Freedoms--Your Rights and Responsibilities" emphasizing the Bill of Rights and criminal law, and adaptation of this course to the freshman level, with an eye to future expansion into the areas of consumer law and street law.

8. Janesville Edison Junior High School

The teaching team involved in the project has been developing over the last six years a series of nine units in law-related subject areas, two of which they are turning into a complete "package" for use by teachers in other schools. Topics for these units are "Crime and Justice: and "Juvenile Delinquency." The units are applicable to the "pod" format in which the team is teaching, will be aimed at the 9th grade, and will reflect the integrated social studies program (the "HASPEG" program) in which they were developed. Simulation and role-playing materials are given prominence.

9. Whitehall Public Schools

The pilot program focuses on a K-6 development centering around two concepts, justice and responsibility. It also includes field-testing and refinement of units currently written by Attorney Fred Berns of Whitehall and of exploration of available materials for integration into present instructional units.

10. Milwaukee Public Schools

Pilot program participation involved the development of a guide and narrative to the use of community resources as reflected in the Law Satellite Center, combining classroom study with intensive work in the community and on-site experiences in the functioning of the legal system.

11. Merrill Area Public Schools

In September, 1976, the Merrill Area Public Schools completed a K-12 curriculum guide in law-related education (including supplementary materials for grades 7-9), the product of a cooperative effort of the teacher, administration, and the local attorneys and law enforcement people. Built around nine concepts (authority, responsibility, participation, privacy, freedom, property, justice, diversity, and safety), the guide is based upon a sequential development and provides, for each grade level, suggested instructional strategies, activities and references to resource materials dealing with the appropriate concept. The guide is available to all teachers in the system for use in integrating law-related materials into existing courses.

12. Cumberland Public Schools

Pilot program at the high school is sponsored by the Business Education Department focusing on Law-Related Education. Development of curriculum in law affecting everyday lives with emphasis on civil law, legal systems, and legal responsibilities.

13. Pepin Area Public Schools

The pilot program at Pepin High School centers on an inter-disciplinary team approach to law-related education involving the Social Studies, English, and Home Economics teachers 9-12. The development of curriculum ranges from broad concepts of the nature of laws through practical examinations of civil and criminal law.

14. Unity Public Schools (Balsam Lake)

The pilot project at Unity Public Schools focuses on K-12 curriculum development for the total school system beginning with a developmental concept of citizenship responsibility at the Kindergarten level through a historical and contemporary view of jurisprudence today at the high school level.

15. River Falls Public Schools

The pilot project in River Falls is a developmental curriculum project at two levels--K-6 and at the senior high.

The elementary project at two school sites (Greenwood and Ames) has piloted curriculum materials and concepts K-6 dealing with Justice and Fairness. The secondary project is an expansion of previous efforts and deals with you (the student), The Law and Responsibility and is designed as a basic survey course for high school students.

The above Wisconsin Curriculum Units prepared by the Law-Related Education pilot school teachers of the Law-Related Education Project are available through:

Dr. H. Michael Hartoonian
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

National Resources

A number of law studies programs and organizations at the national level exist for the purpose of assisting local and regional groups in the planning and implementation of law studies projects. Four of the most nationally prominent law-related organizations are the American Bar Association's Special Committee on Youth Education for Citizenship, the Constitutional Rights Foundation, the Law in a Free Society Project and the National Street Law Institute. Each of these organizations, if called upon, can effectively contribute to the planning and development of local law studies programs.

The American Bar Association's Special Committee on Youth Education for Citizenship (YEFC) has four objectives: 1) provide coordination for groups interested in law-related education; 2) serve as a clearinghouse for information regarding curriculum materials, teacher training, and other law-related activities; 3) promote community support for law studies projects through the ABA's network of over 300 state and local bar associations; and 4) encourage the use of attorneys in citizenship education programs as resource persons. During the past several years, the ABA's Special Committee on Youth Education for Citizenship has prepared and published various publications (see "Media Resources" section of this guide) which have greatly benefited law studies programs throughout the United States.

For further information regarding the materials and services of YEFC, contact Norman Gross, Director, Special Committee on Youth Education for Citizenship, American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637.

The Constitutional Rights Foundation (CRF) has promoted, on a nation-wide basis, the development of law programs that directly involve teachers and students with the criminal justice system and the community. The CRF provides consultant services to interested community organizations and law studies projects to help them form community support groups and involve lawyers and other law-related professions in classroom visitation and instruction programs.

The Constitutional Rights Foundation also continues to prepare teacher and student materials for use in law studies classrooms. These include several outstanding simulation games: The Bill of Rights, Newsletter, and the Living Law Program (Criminal Justice, Civil Justice)--the latter textbooks for a secondary school program in law studies (see section in this guide "Media Resources" for details).

Additional information regarding the services, materials, and programs of the Constitutional Rights Foundation may be obtained by writing Todd Clark, Education Director, Constitutional Rights Foundation, 6310 San Vicente Blvd., Los Angeles, California 90048.

Law in a Free Society is a project of the State Bar of California in cooperation with the University of California at Los Angeles. Its primary objectives have been to develop an in-service training program for teachers in Law-Related Civic Education, and secondly, to prepare an effective K-12 curriculum in civics and legal education centering on the sequential development of the study of the following eight concepts: authority, justice, freedom, participation, diversity, privacy, property, and responsibility. This project has developed and published four booklets and a series of multi-media instructional units for use in grades K-12, on each of these eight concepts which are designed for use in school systems.

For further information regarding the programs and materials of the law in a Free Society Project, write: Charles N. Quigley, Executive Director, Suite 1, 5115 Douglas Fir Drive, Calabasas, CA 91302.

The National Street Law Institute was created to promote increased opportunity for citizen education in law and is involved nationally in course development, teacher training, and program replication. Student lawyers in the classroom, and other activities provide technical assistance and curriculum materials to law schools, school systems, departments of correction, juvenile

justice agencies, bar associations, legal service organizations, community groups, state and local government units, and others interested in establishing Law-Related Education programs.

For further information contact Lee Arbetman, Deputy Director for Schools and Juvenile Justice, 605 G Street, N.W., Washington, DC 20001.

SUGGESTED ACTIVITIES FOR LAW-RELATED PROGRAMS, K-12

There are many activities and resources that teachers can tap to provide students with better insights into and knowledge of the actual operation of the legal system. A summary of recommended activities includes the following:

1. Community Resources

   Community resources can provide teachers and students with a wealth of new information, materials, and experiences for law studies. Governmental agencies concerned with the administration of justice and the law which can be involved in law studies programs include the police, courts, and the corrections departments. The local bar association is an excellent vehicle for obtaining attorneys to speak to classes on a wide range of law-related topics.

2. Field Trips

   Careful planning with energetic and incisive debriefing can insure the educational value of field trips. Possible suitable places to visit would include correctional facilities, courts, meetings of governmental bodies, etc.

3. Case Studies

   The study of law and legal concepts through the case method approach to instruction offers both teacher and students a number of distinct advantages that contribute to more productive teaching and learning. The study of cases involving problem situations can bring reality and law into the classroom. With the teacher serving as a facilitator through the use of questioning, student thinking and reasoning can be clarified as the teacher assists students in resolving conflict.

4. Audio-Visual Presentations

   Audio-visual media can be a powerful form of communicating emotions and ideas and also serves as the best vicarious experience in the

instructional setting. Effective law studies films and filmstrips can serve to transmit information or a point of view, develop inquiry skills, and clarify attitudes and values. The selected bibliography of non-print media elsewhere in this guide will help you to select meaningful audio-visual materials for your classroom.

5. Teaching/Learning About Ethics and Values

Values and ethics cannot be divorced from the study of law and our legal system. It is thus desirable that law studies programs include teaching strategies which promote the reflective examination of values and opinions found within the individual and within societal groups. Teaching strategies which deal with ethics can promote behavior which is more consistent with the things we value and believe in--such as "law," "order," "liberty," "justice," "equality," "property," and "privacy,"

6. Simulation, Role-Playing, and Gaming

These activities can facilitate the development of a student's imagination, ingenuity, creativity, and critical thinking skills; can promote the free expression and analysis of a student's attitudes, opinions, beliefs, and values; and can place the student in a situation or setting involving some particular problem, process, or predicament that is often found in the real world.

One of the most popular and exciting "simulation-role playing" exercises used in law studies classrooms is the mock trial. This involves the simulation of a courtroom drama, that is, the actual enactment of a trial by jury of either a civil or criminal case. Mock trials can focus student interest on the concepts of justice and due process, facilitate the study of courtroom procedures and trial practices, and further student analysis of the purposes and goals of our legal system.

MEDIA (PRINT/NON-PRINT) RESOURCES

The materials described herein can be of invaluable assistance for teachers engaged in law-related education. They can transport the student into the patrol car, the market-place, the courtroom, and the prison. They can dramatize cases and problems. They can emphasize the most important legal issues in a unit, activity or course.

PRINT RESOURCES

There is a growing recognition of the need for law studies materials in elementary and secondary classrooms. These materials, as a whole, cover many different aspects of the law, law enforcement, and the legal system.

Below is a description of selected available materials which are useful in law-related courses. Each set of materials has some unique feature--content, its approach to a subject, its special applicability to an age level, or a combination of these factors--which may be useful to both teacher and student.

1. "The Bill of Rights In Action," Newsletter

   Produced by the Constitutional Rights Foundation, these quarterly newsletters-booklets offer a collection of articles on current legal and constitutional concerns. Each booklet provides classroom strategies for exploring issues or topics. The following titles are available in sets of 35 newsletters for $7.00 per set:

   CRF61 Youth and the Right to Vote

   CRF62 Sex and Equality

   CRF71 Crime, Violence and American Youth

   CRF72 The Power of a Free Press

   CRF81 Justice in America: Fact or Fiction?

   CRF52 Youth, The Police, and Society

   CRF91 Crime, Confinement, and Corrections

CRF92 American Schools in Crisis

CRF101 Challenge of American Ideals

CRF113 How Schools Integrate

CRF51 The Rights of Children

CRF123 School, Crime and Vandalism

CRF111 Crime, Youth and the Police

CRF102 Politics U.S.A.: The Bill of Rights in Action

CRF122 Crime and Its Victims

CRF121 Civil Courts at Work

CRF112 Moral Development and Law Studies

CRF114 Supreme Court Highlights

Order from Social Studies School Service, 10000 Culver Blvd., P. O. Box 802, Culver City, CA 90230.

2. Law in Action Series

A series of five paperback worktexts with coordinated silent color filmstrips introducing students to the realities of law in daily life. Designed for upper elementary/junior high reading level, each paperback emphasizes "learning by doing" and augment skills development programs by requiring such activities as library research, dictionary use, interviewing, writing, debating, speaking, and critical thinking. This unit was developed by the St. Louis Law and Education Project. The five paperback worktexts are:

WST031 Juvenile Problems and Law

WST041 Youth Attitudes and Police

WST051 Courts and Trials

WST011 Lawmaking

WST021 Young Consumers

The costs breakdown is as follows:

1-24 copies - $4.00 each

25-99 copies - 3.50 each

100 copies and over - $3.00 each.

Available from Social Studies School Service, 10000 Culver Blvd., P.O. Box 802, Culver City, CA 90230

3. Street Law: A Course in Practical Law

National Street Law Institute Textbook is compiled by attorney-educators accompanied by a comprehensive teacher's manual designed for high school classes. The book focuses on law as it confronts everyone in day-to-day life, including discussions of criminal law, consumer law, individual rights, and family law. The book has over 150 problems that reinforce concepts and offer open-ended cases for classroom discussion.

The costs breakdown is as follows:

WST061 1-9 copies - $5.95 each

10-99 copies - $5.50 each

100 copies and over - $5.00 each

WST062TG Teacher's edition $5.95

Order from West Publishing Company, 170 Old Country Road, Minneola, NY 11501

4. Teaching About the Law

By Ronald A. Gerlach and Lynn W. Lamprecht, this guidebook suggests model lessons, review exercises, bibliographies, and classroom activities for teaching law in elementary and secondary schools. Tools such as simulations, actual legal cases, hypothetical situations, clarification strategies, audio-visual aids, and community resources are recommended and discussed in detail.

Available for $9.95 from Social Studies School Service, 10000 Culver Blvd., P. O. Box 802, Culver City, CA 90230.

5. Living Law Program

Two soft-covered, separate texts--Criminal Justice and Civil Justice--were developed in cooperation with the Constitutional Rights Foundation. Designed for grades 7-12, Civil Justice introduces students to highly readable units on consumer law, advertising, family law, nuisances and negligence, contracts, and housing. Criminal Justice focuses on crime, law enforcement, courts, and corrections. Both texts use a case-by-case approach and relevant discussion questions. The texts, teaching guide, and spirit masters are very usable and well-constructed materials, offering teachers and students a creative and innovative approach to learning the basic issues associated with our justice system.

Available from Scholastic Book Services, 50 West 44th Street, New York, NY 10036. Student text is $2.95

6. Law in a Free Society Project

The Law in a Free Society Project has developed a systematic K-12 design presented through creative, lively, and thoughtful instructional materials. The materials--Selected Readings for Teachers, A Curriculum, Lesson Plans, Filmstrips, Student Books--are comprised for eight units, each of which focuses on one of the following concepts: Authority, Justice, Privacy, Responsibility, Participation, Diversity, Property, and Freedom.

Six multimedia kits, each containing 4 color filmstrips with tape cassettes, 30 soft-cover student books, and 1 teacher's edition with evaluation materials are available for each of the 8 units. Current

prices are available from Law in a Free Society Project, Suite I, 5115 Douglas Fir Drive, Calabasas, CA 91302. Telephone: 213-340-9320.

7. Update

A publication of the American Bar Association's Committee on Youth Education for Citizenship, this journal is published three times a year. Update keeps the reader on top of the most important developments, reporting on major court decisions and contemporary controversies, bringing new teaching strategies, the best of new materials, and the latest news in law-related education. Each issue also focuses on such topics as juvenile justice, religion and the law, sports and the law, search and seizure, freedom of press, and discipline and due process in the schools.

Annual subscription is $5.00. Available from American Bar Association, Finance Department-YEFC, 1155 East 60th Street, Chicago, IL 60637.

8. The Role of Law in a Free Society and the Rights and Responsibilities of Citizenship

Published by The Missouri Bar in a loose-leaf binder, there are over 200 law-related activities cross indexed by objectives, grade level, and content. Subject areas include origins and basic concepts of law, the need for the law, the court system, juvenile court, due process, the Bill of Rights in criminal and civil liberties cases, etc. Available from The Missouri Bar, P. O. Box 119, 326 Monroe Street, Jefferson City, MO 65101 for $7.50.

9. Available from the American Bar Association, Youth for Citizen Education, 1155 East 60th Street, Chicago, IL 60637 are the following catalogs and bibliography priced at $1.00 each, or three for $2.00

Gaming: An Annotated Catalog of Law-Related Games and Simulations

This 31 page paperback provides descriptions of over 130 law-related games and simulations useful to K-12 teachers. Each entry indicates grade level, release date, length of playing time, and number of players.

Media: An Annotated Catalog of Law-Related Audio-Visual Materials

Describes over 400 films, filmstrips, records, tapes, and other audiovisual material which can be useful in K-12 law-related programs.

Bibliography of Law-Related Curriculum Materials (2nd Edition)

This is an exhaustive, 116 page, annotated compilation of law-related books and pamphlets for those involved in law-related education. More than 500 materials dealing with the philosophy, substance, and pedagogy of law-related education are described, categorized by grade levels and content.

10. For additional information of national and state resources in the field of law-related education, contact:

Dr. H. Michael Hartoonian
Social Studies Supervisor
Dept. of Public Instruction
126 Langdon Street, Room 415
Madison, WI 53702
Tel: (608) 266-3079

NON-PRINT MEDIA

1. Personal Law

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
4 color filmstrips, 4 cassettes, 16 spirit duplicating masters, paperback, teacher's guide - $94.00
Order in record form NWK710R, or cassettes NWK710C

Four practical sound color filmstrips dramatize the ways law affects daily life. The program covers contracts, consumer conflict, family law, liability, and answers such as questions as: Is a warranty a valid contract? Is a minor liable for payments on a contract? How much control do parents have over a teenager? The program includes supplemental materials, including one copy of the paperback, The Rights of Young People, and sixteen spirit duplicating masters which contain readings and copies of forms such as installment contracts and rental leases.

2. Juvenile Justice: Society's Dilemma

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
1 color filmstrip, 1 cassette, teacher's guide - $24.00
#CA4521 cassette

Americans are now realizing that the juvenile justice system, as presently constituted, is failing to deal with young criminals. This filmstrip shows the nature of the juvenile justice problem, including youngsters as hardened criminals and the rights of children. Possible solutions are discussed from all points of view.

3. The Big Rip-Off: What Crime Costs You

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
1 color filmstrip - NYT108 record, 1 cassette - NYT108 cassette, teacher's guide - $22.00

An analysis of how the cost of crimes against American business (which amounts to between $30 and $40 billion per year) is largely passed on to consumers. The filmstrip focuses on the ways in which the public picks up this whopping tab in the form of higher priced goods and services. An activity-oriented spirit master presents review materials. A teacher's guide suggests teaching strategies, discussion questions, and special projects.

4. The Teenager and the Police: Conflict and Paradox

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
4 color filmstrips, 4 cassettes, teacher's guide - $90.00
COR243 record or COR243 cassette

4 color filmstrips explore the opinions and attitudes of teenagers and policemen toward each other and themselves. Through separately taped interviews, the program shows how media myths reinforce these attitudes. Law enforcement in the United States is compared with that of other countries and other times.

1. The Confrontation
2. Myths and Realities
3. The Two Faces of Law Enforcement
4. Law and Order: So Who Needs It?

5. Youth and the Law Series

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
6 color filmstrips - #SUN241 record, 6 cassettes - #SUN241 cassette, teacher's guide - $145.00

Six sound filmstrips provide a student-oriented look at basic principles of the law and procedures used in applying those principles. Using contemporary case studies, the series places emphasis upon the duties and responsibilities of the people charged with enforcing and applying the laws. Students learn the rights of an arrested suspect both in custody and in court, the legal means for bringing about change, the use of disobedience in changing the system, the ways in which juvenile law is applied, the responsibilities of judges, the differences between legal rights and obligations in everyday life, and the place of the police in the system of law.

1. Law and the Accused
2. Law and the Protester
3. Law and the Youthful Offender
4. Law and the Judge
5. Law and the Individual
6. Law and the Police

6. Shoplifting

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
2 color filmstrips - SED42R, 2 cassettes, teacher's guide - $52.00

Focusing on the financial and moral consequences of the crime, the AP Special Report utilizes interviews with small town and big city retailers to document the pervasiveness of shoplifting in the United States today. Case studies illustrate reasons for shoplifting among the young. The program concludes by analyzing proposed preventative measures ranging from unusual jail and probation sentences to full scale anti-shoplifting campaigns.

7. On Trial: Criminal Justice

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
3 color filmstrips, 3 cassettes - #WLC25 cassette only , teacher's guide - $59.50

An examination of the many obstacles to equal justice under the law in the United States. Three fastpaced filmstrips contain over 200 visual frames each. Visuals are drawn from the 16-mm movie of the same title, resulting in a lessening of picture quality. The problems and objectives of the police, the courts, and the prisons are explored through the personal commentaries of police, defendants, public defenders, district attorneys, judges, inmates, and prison officials. Wide-ranging situations include the Attica prison revolt, urban police difficulties in a Black community, a look at questionable justice involving cases of economic contrasts, and a view of prison life seen through the eyes of a probation officer posing as a prisoner.

8. "...With Justice for All?"

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
4 color filmstrips, 4 cassettes - #EMC217 cassette only, teacher's guide - $84.00

An examination of the development of America's judicial system and the problems it faces today. Four color sound filmstrips cover the history of the judiciary, how the system works, the ways in which court decisions affect Americans, and the ways in which problems of the courts can be solved. A comprehensive teacher's guide includes complete scripts, suggestions for discussion and activities, and forty-three pages of black-line duplicating masters which provide student work sheets, quizzes, and independent study guides. A 24" x 18" wall poster shows the structure of the American Court system.

9. Juries

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
2 color filmstrips - WS750 record, 2 cassettes - WS750 cassette, teacher's guide - $52.00

Trial by jury is one of the fundamental guarantees of the Bill of Rights. This two-part, color sound filmstrip examines the jury system as it evolved from English common law, shows how it is meant to work, and discusses flaws in the system. Attorneys, judges, and actual jurors are interviewed. The first section explains the differences between the grand jury and the petit or trial jury. The actual trial process is traced from selection of the jury until a verdict is returned. The second part focuses on the investigative function of the grand jury, and raises questions on its efficiency and possible alternatives.

10. Freedom and the Law

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
4 color filmstrips, 4 cassettes, 14 transparency masters, 26 spirit duplicating masters, teacher's guide - NWK60SR, NWK60SC - $98.00

Stressing the evolutionary nature of American law, this multi-media program uses four sound color filmstrips to present information on the development of personal freedom, due process, freedom of expression, and property rights. The emphasis throughout is upon the potential conflicts or rights. A series of transparency masters provides information and readings on due process, freedom of expression, and property rights. A teacher's guide contains discussion questions and complete scripts.

11. The Justice Game

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
4 color filmstrips, 4 cassettes - WS331 cassettes or records, teacher's guide - $99.00

Four color sound filmstrips explore the criminal justice system of America by following the consequences of a crime through the legal process of indictment and trial. The proceedings are viewed from the perspectives of

judge, prosecutor, district attorney, accused, and victim. The program confronts the student with the disparities between the ideals of our system of justice and the realities as they emerge in practice.

12. Television, Police, and the Law

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
1 student reader, 6 spirit duplicating masters, teacher's guide - $4.50
AC5277

Developed by Prime Time School Television. This curriculum unit encourages students to consider the role of police in our society and the constitutional guidelines for law enforcement by actively and critically viewing current television shows. The teacher sets up a viewing schedule for the students during ten lessons. As students learn about crime solving techniques, the rights of individuals and society, the exclusionary rule, restrictions on police actions, the Miranda warning, and other topics, they analyze the constitutionality of police behavior on TV. The kit includes a 55-page student reader, five spirit duplicating masters of needed forms, and a comprehensive teacher's guide. The student books are also available separately.

13. Justice

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
4 color filmstrips, 4 cassettes, 22 transparency masters, 32 spirit duplicating masters, teacher's guide - NWK606 cassettes or records - $98.00

This multi-media program is based upon four sound color filmstrips which examine problems of crime and justice in American society: changing definitions of crime, causes of crime, the courts, and the prison system. A special supplement on capital punishment contains ten transparency masters and background information to aid in their use in class discussions. To supplement the information given in the filmstrips, the kit includes twelve transparency masters, thirty-two pages of reading on spirit duplicating masters, and a teacher's guide for all these materials, as well as for the filmstrips themselves.

14. Why Do We Obey Laws?

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
2 color filmstrips, 2 cassettes, teacher's guide - $59.00
SUN120 record or cassettes

What factors motivate us to obey or disobey laws? This program analyzes the behavioral impact of fear of punishment, the "golden rule," peer power, and the contract theory as they influence us to obey laws. It also discusses how morality, differing interpretations of the U.S. Constitution, social and economic injustice, and peer power can motivate us to disobey laws. Provocative case studies and inquiry frames are used to stimulate individual and group participation.

15. Crime: What About the Victim?

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
1 color filmstrips, 1 cassettes, teacher's guide - CA4670 cassette (no record) - $24.00

Victims of crime can expect little more as compensation than the possible conviction of the criminal--and in some cases victims themselves are put emotionally "on trial" for crimes committed against them. This color sound filmstrip examines the means for criminal justice in earlier, simpler societies, and discusses what a workable system of victim compensation in present-day society might entail.

16. Criminal Justice: Trial and Error

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
1 color filmstrips, 1 cassettes, teacher's guide - CA4611 cassette (no record) - $24.00

The criminal justice system has been under attack for many years, with critics claiming it is unfair, inefficient, and lax in keeping criminals out of society. This sound color filmstrip examines the bases of these charges and explores the changes which have been taking place in the justice system. The program questions whether the problems are part of the criminal justice system or are integral parts of institutions in American society.

17. At Issue: Crime and Punishment

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
4 color filmstrips, 4 cassettes, teacher's guide - WS390 cassette or record - $99.00

This four-part sound color filmstrip examines the American system of punishment by imprisonment and what it does to and for criminals. The program investigates who goes to prison, what life is like there for both men and women, what prison contributes to a successful reentry into normal life, and the major problems of the ex-criminal in the world of work and human relationships. A 62-page teacher's guide includes scripts, suggestions for activities, and a bibliography.

18. Changing Views on Capital Punishment

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
1 color filmstrips, 1 cassettes, spirit duplicating master, teacher's guide - NYT209 cassette or NYT209 record - $22.00

As more and more states rewrite their laws to implement the death penalty, questions have arisen about its effectiveness and its moral implications. This sound color filmstrip examines these issues; it also considers why Americans now favor the death penalty, the situations of inmates now on death row, and the part the Supreme Court will play in reviewing state laws dealing with capital punishment.

19. Prisons and Prison Reform

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
2 color filmstrips, 2 cassettes, teacher's guide - SED441 cassette or record - $52.00

Recent years have seen and heard increasing criticisms of our prisons.

Some critics have even proposed abolition of the entire prison system. This sound filmstrip program looks at prisons today, what they were designed to accomplish, and what their achievements actually are. Included are the remarks of author Jessica Mitford and prison director Jerry Miller.

20. America's Prisons

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230
5 wall posters, 30 study prints, 1 cassette, 20 duplicating masters, teacher's guide - CSM52 - $59.95

A multi-media unit which presents some of the realities of prison life and encourages students to study and discuss the merits of the American prison system. Visual impact is created by 5 large wall posters (30' x 40") showing prison scenes. Thirty 14" x 22" photo study prints with accompanying questions serve as the basis for both individual work and group discussion. The visual elements of the unit are supplemented by a cassette recording, "The Sound of Prison," which was recorded in prison with the real voices of inmates, guards, and administrators. Twenty duplicating masters offer self-contained, self-directed student activities, focusing upon the effect of prison upon individuals. The teacher's guide includes suggestions for teaching the unit.

PRINT: GAMES AND SIMULATIONS

1. Police Patrol

Simile II, 1150 Silverado, P.O. Box 1023, LaJolla, CA 92037
$12.50 (1974)
20-35 players, 1-5 class periods

An even-handed approach to understanding a police officer's problems in carrying out his everyday duties. Includes 16 different role-playing situations. Can also be used to encourage discussions about the meaning of authority, the delicate balance between individual rights and the need to protect society, and other basic concepts of law. Includes teacher's manual, incident sheets, wall charts, police manuals, police call cards, observer evaluation forms, and attitude surveys.

2. Constitution: A Simulation of a Convention Called to Revise the United States Constitution

Interact, Box 262, Lakeside, CA 92040
$12.00 (1974)
35 players, 15 class periods

Students study the U.S. Constitution as they participate in a simulated constitutional convention which is considering many revisions of the original document. Includes teacher's guide and students' guide.

3. Moot: A Simulation of Legal Procedures Derived from Juvenile and Adult Law Cases

Interact, Box 262, Lakeside, CA 92040
$12.00 (1972)
Unlimited players, several days (in and out of class)

Role playing realistically simulates crimes, arrests, and trials in order to help students understand the need for law and obtain legal knowledge and analytical skills. Simulations include a drug "bust," juvenile court case, and civil law (contracts) case. Several optional cases (murder, assult and battery, school law, draft evasion, robbery) are outlined. Guide includes class assignments, an overview of the American court system and some laws, a questionnaire, subpoenae, and play money, as well as simulation procedures.

4. You! Crisis Resolution Games (You! Games Series)

Creative Resources, P. O. Box 1790, Wa[illegible], TX 76703
$9.95 (1975)
2-5 players, 1-30 hours

Contains 27 role playing activities on such varied issues relevant to high school students as drug use, long hair, student participation in demonstra-

tions, sex before marriage, and ecology. Designed to help the participants analyze values, develop problem-solving skills and develop tolerance for the viewpoints of others. Includes teachers' guide and role cards.

5. Kids in Crisis

Constitutional Rights Foundation, 6310 San Vicente Blvd., Los Angeles, CA 90048
$12.00 (1975)
25-35 players, 2-5 class periods

Designed to promote thought and discussion about the problems of the courts and young people in trouble. Players assume the roles of judges, defendants, parents, probation officers, lawyers, and observers in juvenile dispositional and adult sentencing hearings. Includes cases involving not only delinquent acts of youth, but also child abuse and neglect. Includes guide, role descriptions, observer rating sheets, and dispositions of what actual cases upon which the simulations are based.

6. Innocent Until.....

Games Central, Abt Associates, Inc., 55 Wheeler Street, Cambridge, MA 02138
$34.00 (1972)
13-32 players, 3-9 class periods

Simulates trial of a man accused of negligent manslaughter. The accused has killed a pedestrian, allegedly while driving under the influence of alcohol. However, some evidence indicates that the accident would have occured in any event, and it is questionable that the accused was actually intoxicated. After the case is argued, the jury must provide the verdict. Includes teacher's manual, student information packets, role profiles, and a case study of a manslaughter trial (Rights of the Accused, Xerox Education Publications.)

7. Plea Bargaining: A Game of Criminal Justice

Simile II, 1150 Silverado, P.O. Box 1023, LaJolla, CA 92037
$17.50 (for 18 student kits), $25.00 (for 35 student kits) (1974)
11-35 players, 4 class periods or one 4-hour session

Designed to help students experience the pressures of overcrowded city court dockets and learn about the justice and injustices of plea bargaining and the criminal justice system. Players are divided into the roles of public defenders, defendants, district attorneys, and judge. Time is limited and all defendants pleading "guilty" must be sentenced and those pleading "not guilty" must be recalled to reconsider their plea. Includes director's manual, players' instruction sheets, copies of the criminal code, case reports, defendants' case notes, docket forms, wall chart.

8. Trial Lawyer

Jurisprudence, Ltd., 1 North LaSalle Street, Chicago, IL 60602
$10.00 (1974)
2-4 players, 45 minutes

A board game testing students' understanding of due process rights and criminal justice procedures. Stresses substantive knowledge. Includes instructions, board, defendant markers, juror markers, play money, game cards, simplified versions of some amendments to the Constitution.

9. Jury Game

Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90203
$15.00 (1974) #Z11
25-35 players, 1-3 class periods

Students play a judge, prospective jurors, attorneys, defendants, plaintiffs, court reporters, and observers. The classroom is organized into a courtroom as the players go through the process of jury selection. Kit includes pictures and role descriptions of prospective jurors, two criminal case descriptions, two civil case descriptions, observer evaluation forms, tips for attorneys on how to ask effective questions, and a guide for the group leader.

10. Planning Tomorrow's Prisons (Future Planning Games Series)

Greenhaven Press, Box 831, Anoka, MN 55303
$.95 (1972) #GP105
Unlimited players, 2-3 class periods

A series of exercises to provoke thought about prison reform, the death penalty, the concept of punishment, and steps toward rehabilitation. Also includes a simulation of a prison riot in which each student plays the warden, as well as suggested supplemental activities. Exercises appear on one chart, copies of which should be provided to each student.

Many games and simulations may also be purchased from Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90203. See their catalogue.